

## CLYDE SANDERS ELEMENTARY

805 Morrison Drive  
Charleston, South Carolina 29403

**GRADES** PK-6 Elementary School

**ENROLLMENT** 184 Students

**PRINCIPAL** MiShawna Moore 843-724-7782

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	18	26	3

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

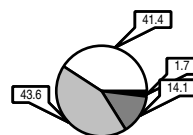
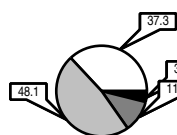
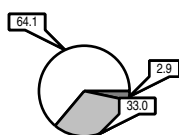
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Unsatisfactory	Average	N/A
2002	Below Average	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	25	19	0
Percent satisfied with learning environment	84.0%	89.5%	N/R
Percent satisfied with social and physical environment	84.0%	100.0%	N/R
Percent satisfied with home-school relations	41.7%	94.7%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	118	100.0	61.2	33.0	5.8	N/A	5.8	17.6
Gender								
Male	55	100.0	66.7	33.3	N/A	N/A	N/A	17.6
Female	63	100.0	56.4	32.7	10.9	N/A	10.9	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	118	100.0	61.2	33.0	5.8	N/A	5.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	83	100.0	61.1	30.6	8.3	N/A	8.3	17.6
Disabled	35	100.0	61.3	38.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	118	100.0	61.2	33.0	5.8	N/A	5.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	118	100.0	61.2	33.0	5.8	N/A	5.8	17.6
Socio-Economic Status								
Subsidized meals	117	100.0	61.8	32.4	5.9	N/A	5.9	17.6
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	118	99.2	64.1	33.0	2.9	N/A	2.9	15.5
Gender								
Male	55	100.0	58.3	37.5	4.2	N/A	4.2	15.5
Female	63	98.4	69.1	29.1	1.8	N/A	1.8	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	118	99.2	64.1	33.0	2.9	N/A	2.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	83	100.0	61.1	36.1	2.8	N/A	2.8	15.5
Disabled	35	97.1	71.0	25.8	3.2	N/A	3.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	118	99.2	64.1	33.0	2.9	N/A	2.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	118	99.2	64.1	33.0	2.9	N/A	2.9	15.5
Socio-Economic Status								
Subsidized meals	117	99.1	63.7	33.3	2.9	N/A	2.9	15.5
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	37	N/A	59.5	29.7	10.8	N/A	10.8
	Grade 4	44	N/A	46.5	46.5	7.0	N/A	7.0
	Grade 5	33	N/A	61.3	38.7	N/A	N/A	N/A
	Grade 6	40	N/A	54.1	35.1	10.8	N/A	10.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	44.0	44.0	12.0	N/A	12.0
	Grade 4	29	100.0	63.0	33.3	3.7	N/A	3.7
	Grade 5	30	100.0	65.4	34.6	N/A	N/A	N/A
	Grade 6	28	100.0	72.0	20.0	8.0	N/A	8.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	37	N/A	48.6	48.6	2.7	N/A	2.7
	Grade 4	44	N/A	62.8	32.6	4.7	N/A	4.7
	Grade 5	33	N/A	50.0	43.8	6.3	N/A	6.3
	Grade 6	40	N/A	51.4	48.6	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	31	100.0	68.0	24.0	8.0	N/A	8.0
	Grade 4	29	100.0	70.4	29.6	N/A	N/A	N/A
	Grade 5	30	96.7	57.7	42.3	N/A	N/A	N/A
	Grade 6	28	100.0	60.0	36.0	4.0	N/A	4.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 184)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.2%	2.4%
Attendance rate	94.6%	Down from 95.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.0%	No change	4.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.6%	Up from 11.3%	8.1%	8.0%
Older than usual for grade	31.5%	Up from 8.1%	3.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	65.0%	Up from 64.0%	46.9%	50.0%
Continuing contract teachers	95.0%	Up from 80.0%	77.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	69.5%	Down from 69.9%	79.4%	86.2%
Teacher attendance rate	95.7%	Down from 96.2%	95.3%	95.3%
Average teacher salary	\$42,338	Up 2.1%	\$37,930	\$39,909
Prof. development days/teacher	10.1 days	N/R	12.7 days	11.4 days

School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio	13.1 to 1	Down from 14.0 to 1	16.5 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.6%	89.4%	89.7%
Dollars spent per pupil*	\$8,447	Up 52.4%	\$7,062	\$5,892
Percent spent on teacher salaries*	68.9%	Down from 71.5%	63.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	38.3%	Down from 48.6%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The administration, faculty and staff of Sanders-Clyde Elementary School invite you to visit our school, where we have formed a "community of child centered opportunities." We are dedicated to helping students realize their potential. We have high expectations for all students and take every opportunity to help students focus on their strengths.

Through a literature rich environment, we help students widen their scope and experience many adventures. We've also extended opportunities for parents to journey with their students through a collaborative parenting program. Our parenting program provides opportunities for parents to enrich their skills, become abreast of community resources, and continue to be "one" of their child's teachers.

Our PACT scores are not reflective of all that we do at the school, but they are an indicator of one of the challenges that faces us. We realize that our scores are not as competitive as we would like them to be; therefore, we've committed ourselves to continuous improvement. The administration and faculty are constantly seeking opportunities on the latest trends in education and implementing a comprehensive educational program.

Student achievement gains are only one of the challenges we face as we prepare our students for the future. Other challenges include inappropriate conflict resolution skills of students, transient population, and a large teacher turnover rate. However, as indicated by the 2002 test data, we have moved from unsatisfactory to below average on our report rating. We are steadfast in working toward continuous improvement in all areas.

We are determined to make Sanders-Clyde Elementary the neighborhood school that thrives on the success of all students. Student success is our only business and our sole linkage to the future. Should you want to help us make a difference in the life of a child, please contact us at (843) 724-7783. Remember, "it takes a village to raise a child."

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.